School District of Osceola County, FL

Westside K 8 School

2015-16 School Improvement Plan

Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Westside K-8 builds a meaningful learning community by creating a challenging and innovative environment which inspires all individuals towards excellence.

Provide the school's vision statement

Westside K-8 is a nurturing community which inspires all to become high achieving members of a progressive global society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Westside K-8 ensures a process of researching and understanding the cultures of the students in attendance at our schools. There is collaboration with our school district Multicultural department in order to ensure proper training and support to staff members on the specifics of cultural differences among our students and ways in which to effectively educate and build relationships with each culture. Westside K-8 will infuse various activities, lessons and/or functions (based on age and grade appropriateness). Those items are including, but not limited to, the History of Holocaust, the History of Africans and African Americans, the Hispanic Contributions, Women's Contributions and Sacrifices of Veterans and other historical and culturally relevant topics.
Some of these topics and references will be celebrated throughout the year and infused in larger scale functions school-wide (such as parent night events). Teachers use student inventories and other project based approaches to learn about students' cultures and use these events to showcase the cultural diversity school wide.
Westside K-8 will implement a series of service oriented clubs and after school programs to allow for students and teachers to build closer relationships outside of the regular school environment. Such clubs, such as the YMCA program, will allow for interaction between school staff and students to foster trust and relationships beyond the school day.
We ensure that all students are consistently engaged in the learning process through a variety instructional techniques that foster high levels of thinking supported by current research. This process in turn allows for better understanding of the students and being in tuned to the specifics of each individual student's learning needs and intricacies.
Teachers work with students in a variety of capacities to foster relationships and ultimately optimal student achievement. The teacher learns each student's individual need in order to create and maintain systematic intervention programs so that every child receives timely interventions when struggling to achieve academic and social success. This process includes working within a Professional Learning Community, where all staff members collaborate to deliver effective, differentiated instruction that maximizes student learning and closes the achievement gap.
We foster a school climate where excellent behavior is expected, positive school spirit is experienced by all, recognition of remarkable effort and achievement is celebrated for all students and staff, and the
school facilities reflect ownership of a thriving school community.
We seek to constantly communicate with our learning community (staff, students, families, and our local community partners), efficiently, proactively, and in a timely manner to ensure a continued, successful partnerships and better relationships between all.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Westside K-8 believes that every student has the right to learn as much as he/she possibly can. This means students must be able to listen, concentrate, share and work without interference. Westside K-8 School, believes in the Positive Behavior Support (PBS) system. As a PBS school, students are encouraged to follow rules for the school and the classroom. Both rewards and consequences are established by the PBS Team.

We created positively stated Tier 1 behavioral expectations based on our data, Mission Statement, and Vision Statement. We then teach all students how rules in specific school settings align with expectations.

Our positively stated behavioral expectations and rules are displayed throughout the school campus. We post the word PRIDE which stands for Positivity, Respect, Integrity, Determination and Excellence. We continue to reinforce and teach these expectations to all students through morning announcements with character education lessons. We also hold assemblies (held at the beginning of each semester) to teach/reteach behavioral expectations. New students will be oriented to expectations, rules, reward system, etc. by guidance counselor.

Westside also has procedures for reinforcing positive behavioral expectations and rules (e.g., Students will receive school cash (i.e.,Warrior Bucks) for exhibiting positive behavioral expectations and following rules. Positive, specific verbal praise such as, "You have shown responsibility by throwing your trash away" will also be used. Each staff member is encouraged to distribute Warrior Bucks per day to students who require behavioral change, students who always or most often follow expectations and rules, and to any students who follow expectations and rules in the classroom, hallway, cafeteria, special areas, etc. With the Warrior Bucks, students will go to the school store via a teacher rotation. School-wide positive behavior activities such as social time, dress down day, dances, hat day, etc. can also be purchased with Warrior Bucks.

In conjunction to the teaching and enforcing of positive behavior, Westside follows district safety procedures throughout the school to ensure student safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Westside K-8 has a clearly defined, consistent Discipline Referral Process with effective consequences used to discourage inappropriate behavior. The school leadership team in conjunction with the PBS team developed a continuum of behaviors that can be teacher-managed and those that may require a referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team developed a list of consequences/interventions that teachers will use based on the behavior. All staff members were trained at grade level meetings during the month of August and September and follow up will occur as needed. We formulated a plan for training staff on how to implement all components of the Tier 1 Positive Behavior System. An introductory assembly for all staff members occured during pre-planning with follow-up throughout the year as needed based on data and development of new intervention plans. Follow-up training by team members will occur during PLC's or other group meeting times.The team will track staff use of positive reinforcement (e.g., Warrior bucks) and track student participation in activities. Graphs of specific targeted behaviors, OSS, ISS, attendance, etc. will be reviewed monthly. The team will review climate surveys at the end of the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Westside K-8 employs three counselors. Counselors are responsible for maintaining communication with the teachers and staff with regards to potential student health and academic concerns. Counselor duties also include (but are not limited to):

• Taking part in the operational school based MTSS team that meets weekly to discuss students with barriers to academic and social success.
• Implement Check-in/Check-out systems for students in need, Check and Connect utilized with students in
need of positive adult interactions and positive feedback throughout the school day.
• Connect students to agencies who have Cooperative Agreements or are on campus.
• Engage with identified staff school (i.e. school-based team leader) to provide a differentiated delivery of
services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
• Utilize data-based decision making to close
academic, social-emotional and college-career equity gaps by connecting all students with the services
they need.
• Conducting at least 3 to 5 groups groups/lessons each month/ implementing Instruction and various campus activities that address social/emotional needs of students.
• Coordinating make-up work for students with extended illnesses
• Reviewing cumulative folders for all students receiving guidance referrals and out-of-school suspension.
• Responsible for disseminating information to teachers regarding student health concerns.
• Counseling students upon return from out-of-school suspension.
• Maintains an accurate, current data base of students grades
• Being involved in ALL aspects of grade level articulation
• Conducting Monthly New Student Orientations for students within your grade levels

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

An early warning triage system will be developed and discussed by the MTSS team (which includes all members of the leadership team). This team will utilize data systems to identify students who have attendance, behavioral or academic concerns. They will also create data decision rules for number of absences or OSS before referral generated to SBT. The team will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; Finally, the team will utilize data driven practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Our early warning indicators are:
*Students who miss more than 10% or more of available instructional time.
*Third grade retention
*2 or more behavioral referrals
Level 1 score of standardized assessment in reading or mathematics
(*Items for level 1 below represent Mathematics scores*)

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	43	44	26	48	31	25	29	46	49	341
One or more suspensions	1	4	9	11	6	11	5	6	8	61
Course failure in ELA or Math	0	0	0	0	0	0	9	11	5	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	24	14	14	11	13	13	17	13	119

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We will intervene with the following:
• Effective multi-disciplinary MTSS teams in place to problem solve and create action plans;
• Implement a school wide intervention program called Warrior University. We will use SAI dollars and resources as well as resources purchased through Title I funds to implement such a system
• Planned Discussions and goal setting for identified students through PLCs and other group and individual teacher processes.
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Created evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance intervention strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/182093.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school holds certain evening events such as Open House, Conference Nights, curriculum night, etc. in which local community are invited to attend and work with the school on communicating their efforts to parents. We ensure a connection with SAC, PTSO and other school programs so that they may support the school and student achievement efforts. We work with the various business partners to build programs that will lead to Professional Development or other effective strategies to supportive the school's mission and vision as well as parent to school interaction. We work with these partners to gain tutors and mentors and other resources that will help students in developing school success skills, building a college-going culture through the AVID program, and developing growth mindsets in children.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Winston, Nadia	Principal
Easton, Brandon	Assistant Principal
Henderson, Shakelia	Assistant Principal
Azis, Kim	Instructional Coach
Cowen, Amanda	Instructional Coach
Miller, Cynthia	Instructional Coach
Muzika, Jennifer	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each SBLT member serves on the MTSS/Problem-Solving team, as well as one or more MTSS Subcommittees. The Problem-Solving team looks at a variety of school-wide data and meets monthly. The subcommittees also meet monthy to look at data in their respective areas to make action plans for improvements to Tier 1, grouping of students in need in Tier 2, and intervention plans for students needing Tier 3 Individual interventions. The subcommittees are as follows:
K-2 Academics - Miller, Muzika, Easton, Winston, Cowen
3-5 Academics - Miller, Muzika, Easton, Winston, Cowen
6-8 Academics - Azis, Rice, Muzika, Henderson, Winston, Cowen
K-5 Behavior and Attendance- Mabra, Rice, Sanchez, Easton, Winston, Cowen
6-8 Behavior and Attendance - Gresh, Soto, Henderson, Winston, Cowen
Members are responsible for examining data, participating in meetings, serving as resources to teachers, and reporting on their area at MTSS/Problem-Solving Team meetings.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Problem-solving Team will examine school-wide data together and in subcommittees to identify areas (course, teachers, grade levels, etc.) in need of assistance in Tier 1. We will use the

Problem-Solving outline for Tier 1 to evaluate what problems (low achievement, attendance, high rate of referrals), resources (funding, paraprofessional assistance, curriculum resources), and solutions exist. We will then create action plans for addressing these needs. We will use the same methods to identify individual and small group needs for the upper tiers of MTSS.

We will utilize teacher surveys, historical data, and walkthrough data to determine Professional Development needs of teachers in order to support them. We will pull on district personnel, resource teachers, and outside entities to provide necessary supports for building teacher capacity in the identified areas of need (identified by teachers as well as data examination).

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as before school, after school, Saturday and summer school programs. The district coordinates with Title II and in ensuring staff development needs are provided. Extra personnel are provided through these programs such as Math coaches and reading coaches to develop and lead programs based on Common Core standards curriculum/ behavior assessment and intervention approaches.

Title I, Part C- Migrant: When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to endure the student needs are met.

Title I - Part D: When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II- Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Title III- Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act,t he liaison provides health and academic referrals as well as vouchers for resources such as but not limited to shows, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Matuszewski	Parent
Nadia Winston	Principal
Rosa Acosta-Hertzman	Teacher
Beverly Robinson	Teacher
Virginia Colvin	Parent
Steve Curtis	Parent
Jessica Stewart	Teacher
Kimberly Azis	Teacher
Daniel Curtis	Student
Michaeal Curtis	Student
Mona Curtis	Parent
Courtney Foondle	Teacher
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's plan focused on two goals:
Goal #1- All teachers will implement effective Standards Based Instruction including strategies and accommodations/ modifications for ELL and SWD students.
Some of the strategies for goal 1 included: Teachers will be provided site-based and district-based professional development (state support and district support)
Standards-based instruction (reading, math, science)
Using test-specs to guide instructional planning
- Learning Goals/Scales (Common Board Configuration)
- Effective use of formative assessments to guide instruction
- Progress monitoring and data collection
Differentiating instruction
Establish model classrooms per grade level/department for observation
Instructional Rounds throughout grade levels and departments
Common planning periods for teachers infused within the Master Schedule to allow teachers to commonly plan lessons and assessments (protected from other meetings)
Continue training on effective collaborative planning
Goal #2- Westside K-8 will maintain staff through building teacher capacity and building school culture and climate.
The strategies for goal 2 were: Establish schedule or calendar with PD/assessment/data review time frames and planning meetings
Teachers will use PLC time to analyze and discuss student data in order to guide, re-teach, and differentiate un-mastered tested benchmarks
The Improvement made this year according to FCAT 2.0 2014 data was the following:
% of Students at Proficiency in Reading increased by 4%
% of Students at Proficiency in Math increased by 7%
% of Students at Proficiency in Science increased increased by 8%
% of Students making Learning Gains in Reading increased by 9%
% of Students making Learning Gains in Math increased by 25%

% of lowest quartile making Learning Gains in Reading increased by 11%

% of lowest quartile making Learning Gains in Math increased by by 29%

Development of this school improvement plan

The School Advisory Council was given the data for the school as it relates to FCAT 2.0 and other pertinent information. Information about the school grade and every academic area was presented. Representatives from the committee were given copies of the information and suggested goals for the 2015-16 school year. An opportunity for input and information was given. A parent sub-committee met to compile suggested information to create the SIP. They also made suggestions to possible ideas for the next parent involvement plan. Another subcommittee compiled of parent, teachers and administrative staff members met to review data, discuss and create programs/intervention for the areas of discipline and attendance. These items will also be part of the school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget will be prepared by the principal but information given to entire school with regards to the division of the funds. Certain allocations will be made with respect to other personnel services, technology (teacher lap top refresh plan), and other designated areas.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will go toward ensuring the needed systems in the school such as payment of student group activities such as TSA and the school wide AVID initiative. Funds will also assist in purchasing school-wide classroom computer programs in order to assist in raising the achievement of the students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Azis, Kim	Instructional Coach
Cowen, Amanda	Instructional Coach
Miller, Cynthia	Instructional Coach
Easton, Brandon	Assistant Principal
Henderson, Shakelia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year will be to increase the motivation of students (and parents) in the area of reading and to increase the overall reading achievement of all students. This includes increasing the number of students achieving high standards in reading, increasing the learning gains of students in reading and increasing the lowest 25% of students in the area of reading. Our literacy leadership team realizes that when the reading motivation and

achievement is increased, this will positively impact the science scores as the science portion of the FCAT requires high levels of reading and reading comprehension strategies/skills. This will also impact future Social Studies EOC exams.

School-wide data chats will take place to be able to examine the data and determine the need. The team will create a school-wide motivational reward system for initiatives such as Kid-Biz to build motivation among the students and an awareness of their own progress. The team will incorporate various reading learning nights for families for support in the area of literacy at the home.

The team will structure teacher trainings and modeling that will take place on multiple time frames to ensure instructional strategies are in place to support increased achievement in the area of reading and literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Community Meetings. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. This time is also designated at the start of school (every first and third Wednesday) of the month. The master schedule has been designed to provide consistent time for teachers to meet by common content or grade level. These will be considered collaborative planning meetings where teachers will look at the lesson planning and instructional aspect of their days and discuss instructional strategies and implementation of lessons.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Westside K-8 School will continue to utilize the district led recruitment activities such as the school district job fair, Great Florida Teach In, and other Fairs to recruit teachers to our school. In order to retain highly qualified staff members, we will continue to implement our mentor program and professional development programs.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Westside K-8 will create a complete mentor program. New teachers to the school as well as brand new teachers will be invited to monthly meetings where they will be oriented to various aspect of the school and items in relation to their school duties. This includes mandatory items such as progress reports, report cards. This will also be a time for collaboration between new teachers and their mentors. Other mentoring activities include professional development specific to brand new teachers and their needs. Teachers were paired up according to their grade level or subject area in which they teach. The mentors could include a curriculum coach or Learning Resource Specialist. The list is as follows:
NEW TEACHER MENTOR
Veronica Fernandez / Vogt
Nancy Pereyra / Morgan
Richard Birmingham / Hammond
Nicole Alexandreau / Gulledge
Naomi Dejesus / Gorthey
Nirmala Atkinson / Gorthey
Amelia Pearson / Daversa
Marni Morse / Noble
Naomi Karczewski / Wachter

Leah Volpe / Wiseman
Kalila Foy / Wiseman
Lizbetmar Vazquez / Wachter
Nivia Rivera / Wiseman
Nathan Karczewski / Zimmel
Christopher Mercado / Escribano
Hettie Norland / Persaud

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Westside K-8 Utilizes leading digital tools and results-driven instruction throughout the school. All curriculum materials are aligned to the FL Standards (or common core standards) and these standards are integrated in all academic areas. In the area of Reading and Language Arts (ELA) the instruction builds better readers and writers while also providing intervention for struggling students. The materials are organized and include digital tools including apps and interactive whiteboard lessons that assist with scaffolding for and engaging all learners. The mathematics curriculum is similar in that it offers an engaging and interactive approach to covering the standards. Teachers also have the opportunity to supplement materials with others that will meet the needs of the students in the area of intervention, and enrichment or for achieving the depth and rigor that the standard calls for.

Our school creates ongoing opportunities for teachers to unpack the New Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Westside K-8 will implement the MTSS process to identify students with needs. Students will be designated for Tier 2 and Tier 2 interventions based on the teacher and team identification of students in need based on data. The school will also implement Warrior University intervention program school wide and specify intensive reading strategies, or the use of small group instruction within classrooms.

The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the English/Language Arts Florida Standards
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block (elementary school)
•Creating a schedule with an additional 30 minute language arts block (to support the ELA requirements)
•Creating a schedule with a double block (Reading and Language Arts) in middle school
•Providing iii instruction based on student needs built into the master schedule (40 min) for Multi-

Tiered interventions
•Providing a modified bell schedule for intervention time frame for middle school students
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on Lexile levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Elementary age students in grades 3-5 will receive intervention in both reading and math. For reading, this intervention will take place and math, this remediation will take place 3 days a week for 45 minutes a day (M, T and TH). The lowest 25th percent, ELL, ESE and retained students will be targeted in such an intervention.

Students in grades 6-8 will receive assistance during the day (in some cases during their elective classes) using a waiver provision. This will take place three times a week for approximately 45 minutes each day. The students targeted will also be the lowest 25 percent, ELL, ESE, and retained students.

Enrichment will also be provided on Saturdays for students in the areas of reading, math, science and language arts for students identified as needing enrichment in these areas.

Strategy Rationale

Increase the student achievement in the areas of reading and math (with a specific focus on the lowest 25% which is predominately our ESE and ELL populations).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Winston, Nadia, winstonn@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

At the start of the program, a pretest will be given to assess student pre-requisite skills in the area that they will receive the assistance. This will give teachers more baseline data to use in the intervention time frame. STAR math and STAR reading data (as well as science district assessment data and Osceola writes data) will be collected and monitored on a bi-weekly, monthly or bi-monthly basis to check for student progress during the program. At the end of the program, a post-assessment will be given to assess student progress.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.Two full time VPK units and one Pre-K ESE unit are on our school campus this school year to help students transition to Kindergarten. The program assists in increasing proficiency in basic pre-kindergarten skills, preparing students for Common Core Standards and developing the necessary social skills for school. We will assist in preschool transition into kindergarten through use of our kindergarten round up program. Through this program, we bring students to kindergarten classes for orientation in Spring. In addition, we will be implementing the district screener for reading and math which will allow for us to properly place students in kindergarten. In the late spring, we will allow for some VPK student to experience a kindergarten day by pushing into the kindergarten classrooms in a rotational process. These students will experience a full kindergarten day including transition to block classes and the like.
The 5th graders that are transitioning to 6th grade encounter a transitional system as well. Incoming 6th grade parents and students are provided with a curriculum night and new student orientation that helps to transition these students to the middle school culture. Since we are a K-8 school, returning students have had the opportunity to witness some of the middle school environment before this particular night.
Outgoing 8th graders are given the opportunity to attend information sessions hosted by each feeder school at the school site. These sessions provide students with the opportunity to learn about the high school they will be attending and sign up for high school. Students from the high schools are present to answer questions as well as the counselors or other representatives from the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:
• Guidance Counselors meet with students to discuss course opportunities available for the following school year.
The promotion of increased student participation and performance in Advanced
• Placement of students scoring level 4 or 5 in various subjects in advances courses to prepare them for higher level courses in middle and high school.
• Middle school students must go through "Career and Decision Making" curriculum through one of their social studies classes in order to continue the thought process of advancement to college and careers.
• Our middle school participates in vertical articulation among high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for post-secondary success
•The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. College visits are also part of this program in connection with many local colleges and universities.

•Guidance Services working with schools to inform and support students and parents in programs that will inform them on future graduation and college readiness goals

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We have the following programs:
• Arts, A/V Technology & Communication
• Engineering & Technology Education
• Information Technology

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Westside K-8 offers an Engineering & Technology Education track using the Project Lead the Way program. This program directly relates to a technology related career and skills that can be utilized in a technical field.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
.

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will implement effective Standards Based Instruction to ensure gains in ELA, Mathematics, and Science.

G2.   We will create a more supportive environment, in order to decrease student absences and behavior and increase teacher retention.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will implement effective Standards Based Instruction to ensure gains in ELA, Mathematics, and Science. 1a

🔑 G069215

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	55.0
Math Achievement District Assessment	65.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Learning Resource Specialists Literacy Coach Math/Science Coach District Resource Staff CPALMs training/resources New Florida Standards Resources Protected time for collaborative planning PLCs (during protected 1st and 3rd Wednesday time frames) Professional Development Calendar Intervention time frames Modeling ESOL compliance specialist PD in differentiated instruction PD on standards (for new teachers and returning teachers) PD in collaborative planning PD in effective lesson planning PD in effective support facilitation PD in effective accommodations for ESE and ESOL students

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of high yield instructional strategies aligned to the New Florida Standards, to differentiate instruction for all types of learners.

- Inconsistent use of time and resources to develop and implement differentiated instruction and tiered intervention or enrichment based on individual student needs.

- There is an increase in student lack of motivation and test weariness, which may lead to decreased achievement.

- Lack of support in reading and writing strategies across all content areas due to the high level text in such areas with non-fiction or technical writing (i.e. Social Studies, Science, Mathematics, Technology/STEM).

Plan to Monitor Progress Toward G1. 8

Walkthrough data & Progress Monitoring Data

Person Responsible
Nadia Winston

Schedule
Monthly, from 9/4/2015 to 5/20/2016

Evidence of Completion
Trend data proves teacher instruction that implements high yield strategies and are aligned to standards Progress Monitoring(K-8 STAR Math & reading data)

G2. We will create a more supportive environment, in order to decrease student absences and behavior and increase teacher retention. 1a

🔍 G069216

Targets Supported 1b

Indicator	Annual Target
Teacher attendance rate	85.0
Attendance rate	96.0

One or More Suspensions

Resources Available to Support the Goal 2

- MTSS leadership team
- Mentor Program
- Team Planning Times
- Shout out Board
- Surveys
- PBS
- Deans
- Business Partners
- Student attendance incentives

Targeted Barriers to Achieving the Goal 3

- Lack of On-Boarding process for new hires and new students
- Need for consistent school wide positive behavior system

Plan to Monitor Progress Toward G2. 8

Student progress monitoring data

Person Responsible
Jennifer Muzika

Schedule
Monthly, from 10/26/2015 to 5/31/2016

Evidence of Completion
Increased student achievement

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. All teachers will implement effective Standards Based Instruction to ensure gains in ELA, Mathematics, and Science. 1

🔑 G069215

G1.B1 Inconsistent use of high yield instructional strategies aligned to the New Florida Standards, to differentiate instruction for all types of learners. 2

🔑 B180051

G1.B1.S1 Increase teacher capacity in the area of high yield instructional strategies aligned to the FL standards. 4

🔑 S191322

Strategy Rationale

Standards based instructions, implemented through research based high yield teaching strategies will allow for more high impact results on student learning.

Action Step 1 5

Increase teacher knowledge of high yield instructional strategies through various professional development opportunities including, but not limited to, Marzano (through the Reflective Teacher series).

Person Responsible

Nadia Winston

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observation/Walkthrough trend data

Action Step 2 `5`

Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Math Solutions.

Person Responsible

Jennifer Muzika

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data, STAR Math Data, PD sign-in sheets

Action Step 3 `5`

Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Core Connections & DBQs training.

Person Responsible

Cynthia Miller

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data, Osceola Writes Data, PD sign-in sheets

Action Step 4 `5`

Increase teacher capacity of the depth of New FL Standards by providing specific grade level/ department collaborative planning timeframes.

Person Responsible

Brandon Easton

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Deliverables such as agendas and minutes, Observation/Walkthrough done during collaborative planning timeframes.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly walk throughs and observations will take place to monitor the fidelity in use of high yield instructional strategies aligned to the FL Standards.

Person Responsible

Nadia Winston

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Evidence of fidelity will be found in the observation and or walkthrough trend data that will be reviewed on a weekly basis across grade levels and curriculum areas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effectiveness of the strategy will be monitored through review of formative and district quarterly student assessment data.

Person Responsible

Shakelia Henderson

Schedule

Quarterly, from 9/24/2015 to 5/27/2016

Evidence of Completion

Student achievement data through STAR, and other formative and quarterly assessment data will be reviewed to see how effective the instructional strategies are with students in the classroom.

G1.B1.S2 Create strategic times that grade levels and departments may come together to discuss professional practice and trade high impact strategies based on results in Professional Learning Communities (PLCs). 4

Strategy Rationale

S191323

When teachers come together in true PLCs, professional practice is improved as high impact strategies are discussed, strategies for good practice is traded among colleagues, and student data is utilized as an impetus to shaping and improving practice.

Action Step 1 5

Assign and train PLC facilitators for all grade levels and departments in order to develop solid professional learning communities.

Person Responsible

Amanda Cowen

Schedule

Monthly, from 8/12/2015 to 5/27/2016

Evidence of Completion

Deliverables: Agendas and PLC meeting minutes.

Action Step 2 5

Create a schedule that will ensure regular PLC meetings for all K-8 teachers including special area and elective teachers, ESE staff members and Dual Language teachers.

Person Responsible

Nadia Winston

Schedule

Evidence of Completion

Calendar with regular PLC meetings scheduled.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The leadership team will be assigned to respective grade level and department PLCs in order to monitor fidelity of community meetings and structure.

Person Responsible

Nadia Winston

Schedule

Biweekly, from 9/2/2015 to 5/18/2016

Evidence of Completion

Observation trend data as well as deliverables such as Agendas and PLC meeting minutes will be reviewed as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Deliverables will be reviewed for increased capacity with the teams and facilitators as well as created items such as common assessments and the like.

Person Responsible

Schedule

Biweekly, from 9/4/2015 to 5/20/2016

Evidence of Completion

Student achievement data such as STAR and Quarterly assessments and/ or formative assessment data will be reviewed to assess the effectiveness of the PLCs and implementation of strategies and skills discussed or intervention plans created through PLCs.

G1.B2 Inconsistent use of time and resources to develop and implement differentiated instruction and tiered intervention or enrichment based on individual student needs. 2

B180052

G1.B2.S1 Increase teacher and intervention staff capacity in diagnostic tools and resources for the use of differentiated instruction and tiered intervention or enrichment for all learners. 4

S191324

Strategy Rationale

If teachers and intervention staff are familiar with all resources available and their use, such materials and resources will be better matched and implemented for the purpose of student achievement and intervention/enrichment.

Action Step 1 5

Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in reading.

Person Responsible

Cynthia Miller

Schedule

Evidence of Completion

Training Agendas and materials.

Action Step 2 5

Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in math.

Person Responsible

Jennifer Muzika

Schedule

Biweekly, from 9/2/2015 to 10/30/2015

Evidence of Completion

Training Agendas and materials.

Action Step 3 5

Design and implement training tailored to each respective grade level (K-8) on the use of the results of diagnostic materials and resources to create tiered intervention groups or enrichment groups.

Person Responsible

Brandon Easton

Schedule

Biweekly, from 10/1/2015 to 5/26/2016

Evidence of Completion

Training Agendas and materials.

Action Step 4 5

Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in middle grades science.

Person Responsible

Jennifer Muzika

Schedule

Evidence of Completion

Training Agendas and materials.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation/Walkthrough trend data will be collected to check for fidelity of implementation. Walkthroughs will also be conducted during Warrior U intervention time to ensure fidelity of implementation.

Person Responsible

Nadia Winston

Schedule

Weekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data will be reviewed to check for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student data will be reviewed in order to access the effectiveness of interventions given.

Person Responsible

Nadia Winston

Schedule

Quarterly, from 10/30/2015 to 5/27/2016

Evidence of Completion

STAR and Quarterly review of formative assessment data will be reviewed to check student progress (major indicator of intervention effectiveness).

G1.B2.S2 Increase teacher and staff capacity on the intervention time frame and how to best utilize the built in time for highest impact on student learning in order to close the gap. `4`

S191325

Strategy Rationale

When staff members truly understand the intervention time frame (Warrior University time) built into the master schedule, and are given step by step guidance on the best use of the time, then all minutes may be utilized to the ultimate benefit of the student.

Action Step 1 `5`

Set up strategic P.O.W.W.O.W. (Professionals Of Westside Working On the Work) planning sessions and Wednesday training time frames in order to walk through the logistics and expectations for time use with instructional staff members.

Person Responsible

Amanda Cowen

Schedule

Weekly, from 9/10/2015 to 5/27/2016

Evidence of Completion

Training Agendas and materials.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Agendas and tools used for the trainings will be reviewed.

Person Responsible

Brandon Easton

Schedule

Weekly, from 9/10/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data (of each training) will be reviewed to determine fidelity in presenting strategies for use of time during Warrior U intervention time.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Walkthroughs will take place during each Warrior University session (intervention time) to monitor for effective use of time.

Person Responsible

Shakelia Henderson

Schedule

Weekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data will be collected and discussed for effective use of Warrior U intervention time.

G1.B4 There is an increase in student lack of motivation and test weariness, which may lead to decreased achievement. 2

B180054

G1.B4.S1 Increase teacher and student motivation through regular data chats (teacher to student/ administration and leadership team to teacher). 4

S191327

Strategy Rationale

If teachers and intervention staff are familiar with all resources available and their use, such materials and resources will be better matched and implemented for the purpose of student achievement and intervention/enrichment.

Action Step 1 5

Design and implement training tailored to each respective grade level (K-8) on data chats for improving student intrinsic motivation towards always doing their best.

Person Responsible

Brandon Easton

Schedule

Evidence of Completion

Training Agenda and materials.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Observation/Walkthroughs

Person Responsible

Shakelia Henderson

Schedule

Weekly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Observation and Walkthrough trend data will be reviewed to check fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

While conducting walkthroughs, students will be asked about their particular data and/or understanding of data.

Person Responsible

Nadia Winston

Schedule

Monthly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Walkthrough trend data will be reviewed for an increase in student ability to relay their own progress towards a set goal (evidence of effectiveness of data chats with students).

G1.B4.S2 Increase AVID strategies and concepts implementation in classrooms throughout the school to infuse a graduation and college going culture in grades K-8. `4`

🔍 S191328

Strategy Rationale

As students understand and internalize the potential of future endeavors, their focus and motivation will increase.

Action Step 1 `5`

Bring 5th grade teachers on board with AVID, and train them in the systems and strategies summer 2015. Continue AVID grade 6-8.

Person Responsible

Brandon Easton

Schedule

Evidence of Completion

Walkthrough/Observation data

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

Walkthroughs/Observations will take place

Person Responsible

Brandon Easton

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Walkthrough and observation data will be collected for evidence of AVID strategies and college going culture in 5th grade and middle school grades.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Walkthrough and Observation data will be reviewed for an for AVID strategy implementation.

Person Responsible

Brandon Easton

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Walkthrough and Observation data will be reviewed for an increase in AVID strategy implementation.

G1.B5 Lack of support in reading and writing strategies across all content areas due to the high level text in such areas with non-fiction or technical writing (i.e. Social Studies, Science, Mathematics, Technology/ STEM). 2

🔍 B180055

G1.B5.S1 Implement reading and writing strategies across the content areas (in such areas as Social Studies, Science, Mathematics, and Technology/STEM). 4

🔍 S191329

Strategy Rationale

If teachers of other content areas learn strategies that will increase reading comprehension and writing capacity of students, there will be an increase in student achievement in other content areas, while strengthening reading and writing.

Action Step 1 5

Design and implement training tailored to each respective area in reading strategies (i.e. main idea, text marking).

Person Responsible

Kim Azis

Schedule

Monthly, from 11/5/2015 to 3/17/2016

Evidence of Completion

Training Agenda and materials

Action Step 2 5

Send Social Studies teachers to Core Connections writing in the content area training and refresh in DBQ training.

Person Responsible

Kim Azis

Schedule

Evidence of Completion

Training Agenda and materials.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Observation/Walkthroughs

Person Responsible

Shakelia Henderson

Schedule

Weekly, from 11/9/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Observation/Walkthrough

Person Responsible

Kim Azis

Schedule

Weekly, from 11/16/2015 to 5/27/2016

Evidence of Completion

Observation/Walkthrough trend data will be reviewed for an increase in the implementation and use of the strategies.

G2. We will create a more supportive environment, in order to decrease student absences and behavior and increase teacher retention. [1]

G069216

G2.B1 Lack of On-Boarding process for new hires and new students [2]

B180057

G2.B1.S1 Create and maintain a systematic and structured new teacher (new to school and new to teaching) mentoring program [4]

S191331

Strategy Rationale

This will allow for new teachers to feel supported and give them a venue for relaying concerns and needs specific to new teachers (or teachers new to the school).

Action Step 1 [5]

Teacher mentoring program

Person Responsible

Kim Azis

Schedule

Monthly, from 9/14/2015 to 5/17/2016

Evidence of Completion

New mentor sign in sheet Mentor meeting/training agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Walkthrough data for new teachers

Person Responsible

Nadia Winston

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Increased confidence and confidence in implementing strategies learned from trainings based on walkthrough trend data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Walkthrough data

Person Responsible

Brandon Easton

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Increased implementation of strategies within the new teacher classrooms.

G2.B1.S2 Create and maintain a systematic and structured new student on-boarding program. `4`

🔑 S191332

Strategy Rationale

If students are properly on-boarded and given school wide procedures, routines and expectations, there will be less disruptions and increased attendance.

Action Step 1 `5`

Create a new student on-boarding session.

Person Responsible

Chad Gresh

Schedule

Quarterly, from 10/26/2015 to 5/31/2016

Evidence of Completion

Session sign in sheets, agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

We will track new students and create schedules for sessions

Person Responsible

Brandon Easton

Schedule

Quarterly, from 10/26/2015 to 5/31/2016

Evidence of Completion

Comparison of new registrations and session sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

We will monitor discipline and attendance data

Person Responsible

Brandon Easton

Schedule

Quarterly, from 1/5/2016 to 5/31/2016

Evidence of Completion

Discipline data, attendance data

G2.B7 Need for consistent school wide positive behavior system 2

🔑 B180063

G2.B7.S1 Train all students on school wide behavior expectations and positive behavior practices (including reward system) at start of year and quarterly. 4

🔑 S191336

Strategy Rationale

If students are aware of the behavior system and expectations, negative behaviors will decrease.

Action Step 1 5

Set up quarterly student behavior assemblies

Person Responsible

Chad Gresh

Schedule

Quarterly, from 9/14/2015 to 4/25/2016

Evidence of Completion

Training agenda and PowerPoint

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

We will monitor calendar for scheduled sessions

Person Responsible

Shakelia Henderson

Schedule

Quarterly, from 10/26/2015 to 4/25/2016

Evidence of Completion

PowerPoint presentation materials, session notes, calendar with scheduled activities

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

We will review available discipline data

Person Responsible

Jane Mabra

Schedule

Quarterly, from 10/26/2015 to 4/25/2016

Evidence of Completion

Quarterly Discipline data, attendance data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Increase teacher knowledge of high yield instructional strategies through various professional development opportunities including, but not limited to, Marzano (through the Reflective Teacher series).	Winston, Nadia	8/24/2015	Observation/Walkthrough trend data	6/3/2016 weekly
G1.B1.S2.A1	Assign and train PLC facilitators for all grade levels and departments in order to develop solid professional learning communities.	Cowen, Amanda	8/12/2015	Deliverables: Agendas and PLC meeting minutes.	5/27/2016 monthly
G1.B2.S1.A1	Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in reading.	Miller, Cynthia	9/2/2015	Training Agendas and materials.	one-time
G1.B2.S2.A1	Set up strategic P.O.W.W.O.W. (Professionals Of Westside Working On the Work) planning sessions and Wednesday training time frames in order to walk through the logistics and expectations for time use with instructional staff members.	Cowen, Amanda	9/10/2015	Training Agendas and materials.	5/27/2016 weekly
G1.B4.S1.A1	Design and implement training tailored to each respective grade level (K-8) on data chats for improving student intrinsic motivation towards always doing their best.	Easton, Brandon	10/29/2015	Training Agenda and materials.	one-time
G1.B4.S2.A1	Bring 5th grade teachers on board with AVID, and train them in the systems and strategies summer 2015. Continue AVID grade 6-8.	Easton, Brandon	7/7/2015	Walkthrough/Observation data	one-time
G1.B5.S1.A1	Design and implement training tailored to each respective area in reading strategies (i.e. main idea, text marking).	Azis, Kim	11/5/2015	Training Agenda and materials	3/17/2016 monthly
G2.B1.S1.A1	Teacher mentoring program	Azis, Kim	9/14/2015	New mentor sign in sheet Mentor meeting/training agendas	5/17/2016 monthly
G2.B1.S2.A1	Create a new student on-boarding session.	Gresh, Chad	10/26/2015	Session sign in sheets, agenda	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.A1	Set up quarterly student behavior assemblies	Gresh, Chad	9/14/2015	Training agenda and PowerPoint	4/25/2016 quarterly
G1.B1.S1.A2	Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Math Solutions.	Muzika, Jennifer	9/7/2015	Observation/Walkthrough trend data, STAR Math Data, PD sign-in sheets	5/27/2016 quarterly
G1.B1.S2.A2	Create a schedule that will ensure regular PLC meetings for all K-8 teachers including special area and elective teachers, ESE staff members and Dual Language teachers.	Winston, Nadia	8/17/2015	Calendar with regular PLC meetings scheduled.	one-time
G1.B2.S1.A2	Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in math.	Muzika, Jennifer	9/2/2015	Training Agendas and materials.	10/30/2015 biweekly
G1.B5.S1.A2	Send Social Studies teachers to Core Connections writing in the content area training and refresh in DBQ training.	Azis, Kim	10/28/2015	Training Agenda and materials.	one-time
G1.B1.S1.A3	Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Core Connections & DBQs training.	Miller, Cynthia	9/7/2015	Observation/Walkthrough trend data, Osceola Writes Data, PD sign-in sheets	5/27/2016 quarterly
G1.B2.S1.A3	Design and implement training tailored to each respective grade level (K-8) on the use of the results of diagnostic materials and resources to create tiered intervention groups or enrichment groups.	Easton, Brandon	10/1/2015	Training Agendas and materials.	5/26/2016 biweekly
G1.B1.S1.A4	Increase teacher capacity of the depth of New FL Standards by providing specific grade level/ department collaborative planning timeframes.	Easton, Brandon	8/31/2015	Deliverables such as agendas and minutes, Observation/Walkthrough done during collaborative planning timeframes.	6/3/2016 weekly
G1.B2.S1.A4	Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in middle grades science.	Muzika, Jennifer	9/8/2015	Training Agendas and materials.	one-time
G1.MA1	Walkthrough data & Progress Monitoring Data	Winston, Nadia	9/4/2015	Trend data proves teacher instruction that implements high yield strategies and are aligned to standards Progress Monitoring(K-8 STAR Math & reading data)	5/20/2016 monthly
G1.B1.S1.MA1	Effectiveness of the strategy will be monitored through review of formative and district quarterly student assessment data.	Henderson, Shakelia	9/24/2015	Student achievement data through STAR, and other formative and quarterly assessment data will be reviewed to see how effective the instructional strategies are with students in the classroom.	5/27/2016 quarterly
G1.B1.S1.MA1	Weekly walk throughs and observations will take place to monitor the fidelity in use of high yield instructional strategies aligned to the FL Standards.	Winston, Nadia	9/28/2015	Evidence of fidelity will be found in the observation and or walkthrough trend data that will be reviewed on a weekly basis across grade levels and curriculum areas.	6/3/2016 weekly
G1.B2.S1.MA1	Student data will be reviewed in order to access the effectiveness of interventions given.	Winston, Nadia	10/30/2015	STAR and Quarterly review of formative assessment data will be reviewed to check student progress (major indicator of intervention effectiveness).	5/27/2016 quarterly
G1.B2.S1.MA1	Observation/Walkthrough trend data will be collected to check for fidelity of implementation. Walkthroughs will also be conducted during Warrior U intervention time to ensure fidelity of implementation.	Winston, Nadia	10/12/2015	Observation/Walkthrough trend data will be reviewed to check for fidelity of implementation.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	While conducting walkthroughs, students will be asked about their particular data and/or understanding of data.	Winston, Nadia	10/30/2015	Walkthrough trend data will be reviewed for an increase in student ability to relay their own progress towards a set goal (evidence of effectiveness of data chats with students).	5/27/2016 monthly
G1.B4.S1.MA1	Observation/Walkthroughs	Henderson, Shakelia	10/30/2015	Observation and Walkthrough trend data will be reviewed to check fidelity of implementation.	5/27/2016 weekly
G1.B5.S1.MA1	Observation/Walkthrough	Azis, Kim	11/16/2015	Observation/Walkthrough trend data will be reviewed for an increase in the implementation and use of the strategies.	5/27/2016 weekly
G1.B5.S1.MA1	Observation/Walkthroughs	Henderson, Shakelia	11/9/2015	Observation/Walkthrough trend data	5/27/2016 weekly
G1.B1.S2.MA1	Deliverables will be reviewed for increased capacity with the teams and facilitators as well as created items such as common assessments and the like.		9/4/2015	Student achievement data such as STAR and Quarterly assessments and/ or formative assessment data will be reviewed to assess the effectiveness of the PLCs and implementation of strategies and skills discussed or intervention plans created through PLCs.	5/20/2016 biweekly
G1.B1.S2.MA1	The leadership team will be assigned to respective grade level and department PLCs in order to monitor fidelity of community meetings and structure.	Winston, Nadia	9/2/2015	Observation trend data as well as deliverables such as Agendas and PLC meeting minutes will be reviewed as evidence of fidelity.	5/18/2016 biweekly
G1.B2.S2.MA1	Walkthroughs will take place during each Warrior University session (intervention time) to monitor for effective use of time.	Henderson, Shakelia	10/12/2015	Observation/Walkthrough trend data will be collected and discussed for effective use of Warrior U intervention time.	5/27/2016 weekly
G1.B2.S2.MA1	Agendas and tools used for the trainings will be reviewed.	Easton, Brandon	9/10/2015	Observation/Walkthrough trend data (of each training) will be reviewed to determine fidelity in presenting strategies for use of time during Warrior U intervention time.	5/27/2016 weekly
G1.B4.S2.MA1	Walkthrough and Observation data will be reviewed for an for AVID strategy implementation.	Easton, Brandon	9/28/2015	Walkthrough and Observation data will be reviewed for an increase in AVID strategy implementation.	5/27/2016 weekly
G1.B4.S2.MA1	Walkthroughs/Observations will take place	Easton, Brandon	9/28/2015	Walkthrough and observation data will be collected for evidence of AVID strategies and college going culture in 5th grade and middle school grades.	5/27/2016 weekly
G2.MA1	Student progress monitoring data	Muzika, Jennifer	10/26/2015	Increased student achievement	5/31/2016 monthly
G2.B1.S1.MA1	Walkthrough data	Easton, Brandon	9/21/2015	Increased implementation of strategies within the new teacher classrooms.	5/31/2016 monthly
G2.B1.S1.MA1	Walkthrough data for new teachers	Winston, Nadia	8/24/2015	Increased confidence and confidence in implementing strategies learned from trainings based on walkthrough trend data.	6/3/2016 weekly
G2.B7.S1.MA1	We will review available discipline data	Mabra, Jane	10/26/2015	Quarterly Discipline data, attendance data	4/25/2016 quarterly
G2.B7.S1.MA1	We will monitor calendar for scheduled sessions	Henderson, Shakelia	10/26/2015	PowerPoint presentation materials, session notes, calendar with scheduled activities	4/25/2016 quarterly
G2.B1.S2.MA1	We will monitor discipline and attendance data	Easton, Brandon	1/5/2016	Discipline data, attendance data	5/31/2016 quarterly
G2.B1.S2.MA1	We will track new students and create schedules for sessions	Easton, Brandon	10/26/2015	Comparison of new registrations and session sign-in sheets	5/31/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will implement effective Standards Based Instruction to ensure gains in ELA, Mathematics, and Science.

G1.B1 Inconsistent use of high yield instructional strategies aligned to the New Florida Standards, to differentiate instruction for all types of learners.

G1.B1.S1 Increase teacher capacity in the area of high yield instructional strategies aligned to the FL standards.

PD Opportunity 1

Increase teacher knowledge of high yield instructional strategies through various professional development opportunities including, but not limited to, Marzano (through the Reflective Teacher series).

Facilitator

Administrative Team

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Math Solutions.

Facilitator

District Resource Staff

Participants

K-5 Classroom teachers, Middle school Mathematics teachers, VE teachers

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

PD Opportunity 3

Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Core Connections & DBQs training.

Facilitator

District Resource Staff

Participants

Classroom Teachers Grades 3-5, VE teachers, Middle School ELA teachers

Schedule

Quarterly, from 9/7/2015 to 5/27/2016

G1.B1.S2 Create strategic times that grade levels and departments may come together to discuss professional practice and trade high impact strategies based on results in Professional Learning Communities (PLCs).

PD Opportunity 1

Assign and train PLC facilitators for all grade levels and departments in order to develop solid professional learning communities.

Facilitator

Amanda Cowen

Participants

Selected PLC facilitators for every grade level and department

Schedule

Monthly, from 8/12/2015 to 5/27/2016

G1.B2 Inconsistent use of time and resources to develop and implement differentiated instruction and tiered intervention or enrichment based on individual student needs.

G1.B2.S1 Increase teacher and intervention staff capacity in diagnostic tools and resources for the use of differentiated instruction and tiered intervention or enrichment for all learners.

PD Opportunity 1

Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in reading.

Facilitator

Cynthia Miller, Kim Azis

Participants

Teachers

Schedule

PD Opportunity 2

Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in math.

Facilitator

Jennifer Muzika

Participants

Teachers

Schedule

Biweekly, from 9/2/2015 to 10/30/2015

PD Opportunity 3

Design and implement training tailored to each respective grade level (K-8) on the use of the results of diagnostic materials and resources to create tiered intervention groups or enrichment groups.

Facilitator

Instructional Coaches, Learning Resource Specialists

Participants

Teachers K-8

Schedule

Biweekly, from 10/1/2015 to 5/26/2016

PD Opportunity 4

Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in middle grades science.

Facilitator

District Science Resource (Middle School)

Participants

Middle School Science Department

Schedule

G1.B2.S2 Increase teacher and staff capacity on the intervention time frame and how to best utilize the built in time for highest impact on student learning in order to close the gap.

PD Opportunity 1

Set up strategic P.O.W.W.O.W. (Professionals Of Westside Working On the Work) planning sessions and Wednesday training time frames in order to walk through the logistics and expectations for time use with instructional staff members.

Facilitator

All Instructional Coaches and Learning Resource Specialists

Participants

Instructional Personnel K-8

Schedule

Weekly, from 9/10/2015 to 5/27/2016

G1.B4 There is an increase in student lack of motivation and test weariness, which may lead to decreased achievement.

G1.B4.S1 Increase teacher and student motivation through regular data chats (teacher to student/ administration and leadership team to teacher).

PD Opportunity 1

Design and implement training tailored to each respective grade level (K-8) on data chats for improving student intrinsic motivation towards always doing their best.

Facilitator

School Curriculum Leadership staff

Participants

Instructional Staff members

Schedule

G1.B4.S2 Increase AVID strategies and concepts implementation in classrooms throughout the school to infuse a graduation and college going culture in grades K-8.

PD Opportunity 1

Bring 5th grade teachers on board with AVID, and train them in the systems and strategies summer 2015. Continue AVID grade 6-8.

Facilitator

AVID

Participants

5th grade teachers, various middle school teachers

Schedule

G1.B5 Lack of support in reading and writing strategies across all content areas due to the high level text in such areas with non-fiction or technical writing (i.e. Social Studies, Science, Mathematics, Technology/ STEM).

G1.B5.S1 Implement reading and writing strategies across the content areas (in such areas as Social Studies, Science, Mathematics, and Technology/STEM).

PD Opportunity 1

Design and implement training tailored to each respective area in reading strategies (i.e. main idea, text marking).

Facilitator

Kim Azis, Cynthia Miller

Participants

Block, Elective and non ELA middle school classroom teachers

Schedule

Monthly, from 11/5/2015 to 3/17/2016

PD Opportunity 2

Send Social Studies teachers to Core Connections writing in the content area training and refresh in DBQ training.

Facilitator

District Resource Staff

Participants

Social Studies Teachers

Schedule

G2. We will create a more supportive environment, in order to decrease student absences and behavior and increase teacher retention.

G2.B1 Lack of On-Boarding process for new hires and new students

G2.B1.S1 Create and maintain a systematic and structured new teacher (new to school and new to teaching) mentoring program

PD Opportunity 1

Teacher mentoring program

Facilitator

Kim Azis, Amanda Cowen

Participants

Teachers new to the school or brand new to teaching.

Schedule

Monthly, from 9/14/2015 to 5/17/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Increase teacher knowledge of high yield instructional strategies through various professional development opportunities including, but not limited to, Marzano (through the Reflective Teacher series).					$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0302 - Westside K 8 School	Title I Part A		$0.00	
			Notes: Funds may be used to pay for substitutes in order to provide the time frame for such training during the school day. Funds may also be used to fund stipends for follow-up training on a Saturday.				
2	G1.B1.S1.A2	Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Math Solutions.					$0.00
3	G1.B1.S1.A3	Provide opportunities for teachers to attend professional development on high impact teaching strategies such as Core Connections & DBQs training.					$0.00
4	G1.B1.S1.A4	Increase teacher capacity of the depth of New FL Standards by providing specific grade level/ department collaborative planning timeframes.					$0.00
5	G1.B1.S2.A1	Assign and train PLC facilitators for all grade levels and departments in order to develop solid professional learning communities.					$0.00
6	G1.B1.S2.A2	Create a schedule that will ensure regular PLC meetings for all K-8 teachers including special area and elective teachers, ESE staff members and Dual Language teachers.					$0.00
7	G1.B2.S1.A1	Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in reading.					$0.00
8	G1.B2.S1.A2	Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in math.					$0.00
9	G1.B2.S1.A3	Design and implement training tailored to each respective grade level (K-8) on the use of the results of diagnostic materials and resources to create tiered intervention groups or enrichment groups.					$0.00
10	G1.B2.S1.A4	Design and implement training tailored to each respective grade level (K-8) on diagnostic materials and resources in middle grades science.					$0.00
11	G1.B2.S2.A1	Set up strategic P.O.W.W.O.W. (Professionals Of Westside Working On the Work) planning sessions and Wednesday training time frames in order to walk through the logistics and expectations for time use with instructional staff members.					$0.00
12	G1.B4.S1.A1	Design and implement training tailored to each respective grade level (K-8) on data chats for improving student intrinsic motivation towards always doing their best.					$0.00

Budget Data

13	G1.B4.S2.A1	**Bring 5th grade teachers on board with AVID, and train them in the systems and strategies summer 2015. Continue AVID grade 6-8.**				**$0.00**
14	G1.B5.S1.A1	**Design and implement training tailored to each respective area in reading strategies (i.e. main idea, text marking).**				**$0.00**
15	G1.B5.S1.A2	**Send Social Studies teachers to Core Connections writing in the content area training and refresh in DBQ training.**				**$0.00**
16	G2.B1.S1.A1	**Teacher mentoring program**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$1,500.00
			Notes: Extra planning time and/or Saturday training for new teachers to further develop their understanding on topics new to them such as data analysis and using data to inform instruction.			
17	G2.B1.S2.A1	**Create a new student on-boarding session.**				**$0.00**
18	G2.B7.S1.A1	**Set up quarterly student behavior assemblies**				**$0.00**
					Total:	**$1,500.00**